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AUTHOR Gaussel, Alain; And Others
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ABSTRACT

Any activity that brings together people from different cultures leads to the emergence of cultural differences and similarities. The 35 lesson plans contained in this document suggest activities that highlight the differences. However, without being surrounded by various activities showing essential similarities, these activities would have the opposite effect of that intended; that is, they would result in embarrassment or even indictment of minority cultural features. Therefore, it is essential to use these activities only after the group has worked together in various fields having no links to an intercultural approach. When used correctly, the materials will explain and clarify the existence of varied cultures in this society and throughout the world. Although some of the activities target specific users, such as preschool children, secondary school pupils, young people (15-20 years old), or adults in literacy courses, most of them are intended for all users. Working together and achieving a selected target together is the best intercultural approach when there are people from different cultures in a group. These activities are designed to provide that opportunity. (JB)

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DECS/EGT (89) 12

Experiments in intercultural education

Guides for intercultural teaching activities

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Forty years Council of Europe

Strasbourg 1989

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16 June 1989

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Experiments in intercultural education

Guides for intercultural teaching activities

drawn up by the
Working Group on the encounter between cultures

Alain Gaussel
Alain Roux (CEMEA)
Moncef El Bahri (CIEMI)
Rahim Rezigat (CLAP Ile-de-France)
Philippe Wain (CEMEA Paris)
Antoine Darnal (CEFISEM Paris)
Alain Bourgarel (CEFISEM Versailles)
and others

The points of view expressed in this report are those of the authors and do not necessarily reflect those of the Council for Cultural Co-operation of the Council of Europe

Council for Cultural Co-operation
School Education Division

Strasbourg 1989

WAYS OF EXISTENCE, WAYS OF LIFE

Teaching cards for Intercultural Thinking

PREFACE

A few years ago, particularly as a result of information disseminated by the Council for Cultural Co-operation of the Council of Europe on intercultural teaching experiments under way in various European countries, teachers and educators formed teams here and there for the purpose of producing working material leading to suggested guides for intercultural activities. These guides are based on the teaching topics or units deemed the most significant for making people aware of the plurality of cultural references which surround and affect us.

The team which produced the cards in this dossier was selected because of certain particular characteristics.

In fact, the team warrants particular attention, beyond the selection and particularly the content of the cards - which are restricted to presenting guidance and suggestions for those wishing to work on specific topics in an intercultural approach and which would have been more useful if they had supplied more illustrations and bibliographic references - because of its varied composition, the interdisciplinary work and active education lying behind the use of its suggestions and the broad public which its work targets.

First, its composition. It consists of some ten people from a varying range of backgrounds: the National Education system, training centres for active education methods (Centres d'entraînement aux méthodes d'éducation active - CEMEA), study centres and various associations. So it is in no way restricted to schools.

Then, its interdisciplinary work and active education. None of the cards drawn up by the group can be used or be meaningful except in an educational environment where several actors provide different knowledge, interact and complement each other by revealing that there are several ways of existing and ways of living. This work assumes that the Group's target public is very broad, and this is not the least of its characteristics.

Although some of the cards target specific users such as pre-school and nursery school children, secondary school pupils, young people (15-20 years) or adults following literacy courses, most of them are intended for all users. This means that different kinds of people will want to use the cards: from teachers to leaders in leisure and youth centres and even trainers of adults.

Because of these connotations, the Joint Group on Experiments in Intercultural Education of the Council of Europe decided it could usefully publish as a support the dossier submitted by the Paris Region Working Party on the Encounter between cultures (Groupe de travail pour la rencontre des cultures - GTRC), not only for the benefit of all those whose work is concerned with intercultural approaches but also in order to stimulate exchanges between various similar groups operating in other regions and countries: exchanges of information, ideas, bibliographic references and materials. Exchanges and discussions on the choice, content and development of topics with a view to improving existing teaching and education aids.

Antonio PEROTTI
Chairman, Joint Group on Experiments
in Intercultural Education

DOSSIER PRESENTATION

The study group "Young people from other cultures and the school", launched in 1985 by the Training centres for active education methods (Centre d'entraînement aux méthodes d'éducation active - CEMEA), known today as the Working Party on the encounter between cultures, today comprises some ten people from the national education system and various associations whose work concentrates on measures to be applied in intercultural activities.

Our initial hypotheses:

- all intercultural activity depends on knowledge of the background (in the widest sense);

- all intercultural activity requires an open, caring attitude towards others - their differences as well as their similarities.

Starting from there we felt the need to produce cards on topics which would provide work guides for teachers but also for leaders in leisure centres, youth centres and even trainers of adults and trainers of trainers .

The titles of the cards are as follows:

1. The walls of my home
2. Play - Games
3. The very young
4. French-language daily newspapers of the Maghreb
5. Maps and atlases
6. Writing - writings
7. Me and music
8. Sunshine and rain
9. What do we do? What do we say? When?...
10. Being naked
11. Washing and care of clothes and linen
12. Done at home, done elsewhere
13. The bedrooms of 15-20 year-olds
14. Flowers
15. The place of the story
16. Known and unknown animals
17. From the French cockerel to the spider in African stories
18. Men and animals
19. On the same budget
20. Dance as part of cultural experience
21. The whole world in my neighbourhood
22. Sleeping
23. Ways of carrying
24. Holidays
25. and 25 bis. Age and sex
26. Every day there's a celebration
27. Eating rituals
28. Sitting down
29. Headgear
30. How people gather together
31. Footwear
32. To speak or not... and how?
33. Languages
34. Ways of addressing
35. Parks and gardens.

It will be seen that the topics in the 86-88 dossier are varied and that, although they have a common presentation, their internal structures are also varied.

It is absolutely essential that these cards are adapted to the group concerned: this is so obvious that it is difficult to say too much on it - particularly since several subjects are tricky as they deal with people's private lives.

Finally, each cards ends with an invitation to send us comments, to describe adaptations and devise other cards on other subjects: the variety of subject and form of these cards shows that we are pleased to welcome all contributions for the next dossier.

The group will willingly provide users of these cards with further bibliographical information and discuss how to use the cards and prepare others.

The GTRC hopes that similar groups will be set up in other regions of France and in other European countries so that the cards have a dynamic sequel.

Correspondence should be addressed to:

Antoine DARNAL - CEFISEM
56, bld des Batignolles
75017 PARIS

with a copy to:

Secretariat, School Education Division
Council of Europe
BP 431 R6
F-67006 STRASBOURG CEDEX

INTRODUCTION

These cards are part of an active interdisciplinary teaching approach. They cannot be used and would actually be meaningless in an educational environment where all knowledge and "culture" come solely from the teacher or leader.

The cards can be used in the classroom, leisure centre, youth centre or training centre where, through many activities, children, young people and adults every day set up projects and work together to complete them.

Any activity which brings together people from different cultures leads to the emergence of cultural differences and similarities. These cards suggest activities which highlight the differences, probably more than others. But without being surrounded by various activities showing essentially similarities, the activities suggested here would have the opposite effect to that intended, that is, would result in embarrassment or even "indictment" of minority cultural features.

In fact, the desired purpose is to explain, show clearly and clarify the existence of varied cultures in our society and throughout the world. This clarification will be useful to all and essential for children and young people from minority cultures whose situation is often confused and sometimes difficult to tolerate.

So this introduction ends up with a "warning": do not use the cards without first having had your children, young people or adults working together in various fields having no links with an intercultural approach.

Working together and achieving a selected target together, of whatever kind, is certainly the best intercultural approach when there are people from different cultures in the group. Only as a second step can the activities suggested here be undertaken.

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Card No. 1
AB

THE WALLS OF MY HOME

NOTE: adapt and supplement (see dossier presentation).

PRESENTATION

Users: all:
- school (kindergarten up to secondary)
- leisure centres
- young people and adults undergoing training

Objectives:
- for all: knowledge of one's own environment; knowledge of the environment of others; reflection on similarities and differences
- for children, in addition, basis for mathematical, aesthetic and scientific activities

Characteristics: sheet which may require sensitive handling.

METHOD

1. Collective preparation of the project to gather information on what is on the walls in the homes of the members of the group concerned:

- this preparation requires collective agreement, whatever the ages, with the leader playing a variable part;
- details on the "home": all rooms or one only. State which (take care to see that the references are common to all);
- agreement on whether list is exhaustive or not;
- agreement on how the information is collected (written list, reply to a questionnaire, verbal memories, cassette recording, photos, drawings);
- agreement on particular points: for example, are objects on shelves or in a showcase to be taken into acount, things stuck on a window, items on a sideboard?);
- be careful about the danger of discussing homes with some people; it is a private place.

2. Collection of information at home

- consider parent participation for young children
- possibility of visiting the home in pairs: the information is collected by the person who lives there with a friend coopted to help. In the friend's home, same system.

3. Pooling of information

a. The leader ensures that

- no judgement is made on the objects listed
- everyone understands what is being done and enough details are given (for example, is a calendar simply a post office calendar or bicultural with the Moslim year, Chinese year...)
- that the "pictures", "wall hangings", "postcards", etc. are described: what do they show; what type?
- that nothing is forgotten: the leader cannot of course check but he may give several reminders that anything forgotten or omitted because it was considered negligible can be added to the list.

b. Depending on age and the type of institution:

- items will be classified according to type, function, culture...
- the joint result will be used in accordance with the aims.

EXTENSIONS

1. "A one-day exhibition" of "the most beautiful thing from home" see ad hoc technical card.

2. Reproduction in fact, in a drawing, by written description

- of the walls common to the group on the basis of what is often found
- walls particular to certain categories

  * according to the age of the people living there
  * according to where they live (village, town, suburbs)
  * according to their culture(s)
  * according to any other criteria existing in the group.

3. Publication of a document showing the results

4. Reflection on "What I should like to have on my wall but haven't got", "what I have on my wall that I don't like".

5. Etc...

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 2
AR

PLAY - GAMES

NOTE: adapt and complete (see dossier presentation).

PRESENTATION

Users: All

Objectives: For all, enriching the repertoire
initiating reflection on play,
knowledge of others through play.

Characteristics: Outline card which can be used to prepare more specific multiple cards.

METHOD

1. Verbal and/or written survey

a. Starting with the question "What do you play at school, outside school, at home?", draw up a list of games (games with rules + parlour games). This list can be supplemented by questioning parents: what games did you play when you were children? What were they called? rules? When (dates) and where?

b. On the same pattern you could ask: what toys? bought? made? by whom?

c. Then a more open question on the actual concept of play. Where? When? How? Who? Who do you play with, what do you play with? Take each of the games on list (a) and try to classify it, what purpose does play serve? How much time do you spend in a week playing?

d. Finally, more specific questions (for example: what card games do you know?) enabling "cultural variants" of the same game to be found. Other examples: what games can be played alone? At what age can you play such and such a game?

2. Pooling and use

We feel it is important to use these questionnaires in conjunction with playing the games mentioned, observing spontaneous games in the classroom, the schoolyard and the neighbourhood.

Particular attention could be paid to these questions: have games been introduced by children of immigrants? Sex differences in games; language games.

It is important to play at the "others'" games in order to be able to talk about them and to play games where everyone can have his place (refer to certain traditional games and to sports that have only recently become widespread, such as hockey).

EXTENSIONS

Possible extensions for adults:

- observation of what allows someone to join a group at play, drawing attention to compliance with implicit rules
- attitudes of the adult to the game (from forbidding...)
- value of children's "discoveries" (example: table tennis improvised on an ordinary table with pieces of cardboard)
- analysis of the evolving pattern in playing yard games
- how is a game learnt? Who passes it on?

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 3
AB

THE VERY YOUNG

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Schools (kindergarten, primary, lower secondary). This subject can of course be approached by young people and adults but its use would be very different, particularly since medical and sex aspects which are not directly covered here could be included.

Objectives: First reflection and knowledge of simple child-raising features and secondly realisation of, then reflection on, similarities and differences according to culture.

Characteristics: Outline card which may be broken up.

METHOD

1. Discussion in the group

- on the subject of the research
- on ways of collecting information
- on people and places (families, neighbours, specialists, museums, central data bank/documentation and information centre)

2. Collection of information in accordance with the age of the children and customs of the group in this sphere.

3. Pooling

As for the other cards, the leader will of course at this stage ensure that no adverse judgement is made on the various types of behaviour mentioned during data collection.

Depending on the quantity and variety of the results they may be used widely or not. In a relatively "non-school" field such as this one, the leader himself cannot make a large contribution.

If wide use is possible, find the most readable form for presenting the information: tables, cyclostyled brochure, single album...

The content will be decided during collective preparation and enlarged by the results which have inevitably gone beyond the initial questionnaire. According to place, users and time, the list below will serve as a basis though it will not be followed exactly from beginning to end:

0 - Before the birth:

preparation, layette? announcement?

1 - At the birth:

Importance of the event? Place of birth? Choice (or lack of choice) of name? Difference boy/girl? Father's role? Official registration (civil statuts) or unofficial? Roles of family members other than the father? Role of the family circle? Compliments from friends? From the family? Gift from the husband to his wife? Other social rites? What happens if there are twins?

2 - Feeding:

Breast feeding? Until when? Where? Weaning: rites? Bottle? Milk? Water? Sugared water? Orange juice? Other drinks? Feeding times? Places? Which food from birth to 3 years?

3 - Mothering:

Role of the mother? Of the father? Of the family (who?), of neighbours and friends? What happens if the child is ill? The idea of a "fine" baby? Physical relationships? Who? How?

4 - Bedtime:

Rites of going to sleep? Lullabies? Cradle? Where is it placed? When is it used? Where does the small child sleep when it is not in its cradle or bed? Who puts it to bed? Who listens for it waking?

5 - Colours and dress:

What colours are right or wrong for the baby? Differences between boys and girls? What clothes? Tightly swaddled or free? Trimmings? Religious or magic protection? Rattles, toys? Various accessories?

6 - Moving about outings:

When do they go out? When are they impossible? Why? Where do they go? How are they carried? Who is responsible? In the house, from 1 year old, what free space is there?

7 - Celebrations:

Circumcision? Baptism? Other rites and celebrations? Details? Sugared almonds, other special food for celebrations? What other events? On what occasions?

8 - Stages in the life of the child:

One week? Forty days? One year? First steps? First tooth? First words? Birthdays? What is the importance of these dates and others?

9 - Nursery rhymes, songs, proverbs, praise for the 0-3 year-olds? What language is used for speaking to them?

10 - Crèches, day nurseries, child-minders, other arrangements

11 - Discipline and authority over children aged 1 to 3 years? Attitude of family (Father? Mother? Other relatives?) Freedom of the child?

EXTENSIONS

- Further investigation of one of the themes
- Production of albums, brochures, books, video recordings, etc.
- Visit to a crèche and observation of what is considered "normal" and "good".

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 4
AD

FRENCH-LANGUAGE DAILY NEWSPAPERS OF THE MAGHREB

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Especially young people and adults. This card may also be used as a basis for working with children.

Objectives:
- During work on the press in general, to provide a glimpse of a "different" press
- Acquire up-to-date knowledge of the Maghreb countries through their daily papers without forgetting, of course, that the press is not a complete and faithful reflection of the life of a country.

Characteristics: This card can be the guide for intercultural activities spread over several months or a school year.

METHOD

A. Preliminary research

- General information on the three countries of the Maghreb

  * history
  * area - population - political system
  * situation of the press

- information on immigration to France from the Maghreb

  * around 800,000 Algerians
  * around 400,000 Moroccans
  * around 200,000 Tunisians

- information on the type of newspaper chosen for the study

  * State papers
  * private papers
  * possibly, identification of columnists

- addresses

  * embassies, cultural centres
  * press agencies in Paris:

    Algérie Presse Service - 53, av. Georges V - 42.25.49.90
    Maghreb Arabe Press - 4, Place de la Concorde - 42.65.40.45
    Tunis Afrique Presse - 60, rue du Fg Poissonnière

B. Preamble

- Survey with the users concerned

  * do you know the daily papers of the Maghreb?
  * give their names
  * do you read them (do your parents, friends)?
  * find out where they can be bought in your neighbourhood
  * stick the front page of all these daily papers on a board

C. Some work lines

- Identification of the daily papers

  * pick out the various titles of the papers

    . do they all have a maxim?
    . number of editions
    . number of pages, format, quality of paper and layout

  * find the page where there is most information about the paper itself (place produced, print run, subscription rates)

  * find out how long the papers have existed. Compare the ages of the different papers (were they established before or after independence of the countries concerned?)

  * note the date. Why are there two dates? (Western calendar - Muslim calendar)

  * the price of the paper

    . in the country of origin)
    . in France) work on currency/exchange

- Inside the paper

  1. Cultural features

     . the place they occupy in the paper (number of pages or columns)

     . topics covered

     . illustrations

  2. Advertising

     . number of pages
     . forms (texts, photos)

Newspapers / Products	Tunisia			Algeria			Morocco		
Perfume									
Food									
Tobacco									
Drinks									
Clothes									
Vehicles									
Banks									
Travel									
Other (specify)									

Compare with a French daily paper.

3. The small ads

   . pick out some small ads
   . what are they for?

4. Readers' letters

   . who writes?
   . analyse the content

5. Illustration

   . proportion compared with text
   . type

6. Pick out the various columns

   . compare with a French daily paper
   . space given to world, national and regional information

7. Over several days, compare with a French newspaper the space and treatment given to an event concerning the four countries

8. Games, leisure

Dailies / Columns	Funny stories	Comic strips	Cross-words	Recipes	Horo-scopes	Agony column	Other

9. TV programmes

. Types and length of broadcast

- sports
- politics
- variety
- films
- plays

TENSIONS

- With adolescents or adults:

* discussion on the results obtained

* discussion on the press of the countries concerned

. freedom of the press
. why and for whom is there a French-language press
. the parallel press

* write to the papers to let them know about your study, ask questions, make contact with their correspondents in France

* visit to a newspaper in France to see production problems

N.B.: Read No. 48 of "GRAND MAGHREB", 28 April 1986: La presse algérienne arabe et bilingue (The Algerian Arabic and Bilingual Press)

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 5
AB

MAPS AND ATLASES

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All (children over 8 years, young people and adults)

Objective: Realisation of the single point of view used in map-making and preparation of maps from other points of view

Characteristics: Card difficult to use except as part of general map-making activities

METHOD

We see the world egocentrically and know it from our own point of view. When nations represent the world by geographic maps they also do it from their own point of view. These self-centred presentations of the world are politically and technically inevitable and must be used in the knowledge that they present only one point of view among many.

1. Observation of all maps of France in an atlas, encyclopaedia, dictionary, newspaper, advertising, etc.

2. Note the central position of France in relation to other countries and even in relation to the whole world (various planispheres including the Peters' projection).

3. Reflection on this central position: value, symbolism and reflection of the politicial situation (metropolis of a former empire, metropolis of DOM-TOM* which are "overseas") and cultural situation (more or less dominant in the world, real or desired).

4. Examination of the toponymy used: French names in France, obviously, but also elsewhere (Rome/Roma, Londres/London, Aix-la-Chapelle/Aachen).

5. Examination of organisation of atlases: World, France, Europe, Asia, Africa and New World.

6. Preparation of maps of other countries placing the other country at the centre and with toponymy in the language of the country. Study of foreign atlases is extremely interesting and all efforts must be made to obtain them from cultural services of embassies, foreign friends or immigrant children who brought their textbooks with them: geography books for children are particularly spectacular in showing only the country studied and making contiguous countries disappear.

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* Translator's note:
Départements d'outre-mer/Territoires d'outre-mer
French overseas departments/French overseas territories

7. Preparation of an unusual international atlas with a set of maps from different points of view. Note that since 1985 a "strategic atlas" has existed in France with a number of maps of this type.

NOTE

1. Ability to read maps is variable and it will often be necessary first to teach map-reading. Do not imagine that this concerns only children!

2. This card does not cover map-drafting techniques because this is not its purpose. It should be realised that map-making is an immensely difficult technique. This is why non-specialists groups or those not trained in the technique will wish to use existing maps and modify and/or complete them. The problems raised during modifications must not obstruct or stop the work: every map is a set of selections from different "lies" and a good cartographer is good at manipulating lies so as to represent the truth, or rather one version of it. The same applies to projections with a given central country by tracing: the result will emphasise existing deformations on the original projection but this is not important and is not what we are concerned with.

3. Where the group is competent at cartography, closer observation (what colours are used, what components are emphasised and which are ignored) and more sophisticated maps can be produced. If an inter-cultural atlas were drawn up with some accuracy, publication could well be envisaged given the serious shortage.

EXTENSIONS

Conduct similar work in other spheres, e.g. history.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 6
AG

WRITING - WRITINGS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users:
- Anyone who can write
- For some parts, various illiterates: pre-school children or adults.

Objective:
- Review of various forms, uses, functions of writing
- Awareness of writing as a code and therefore arbitrary
- Observation and reflection:
  * one's own practice in writing/reading
  * cultural variations in writing

Characteristics: General card which may be split up into several cards

METHOD

A. On what and with what do we write, used we to write?

a.
- Survey of participants
- survey of others: parents, friends, grandparents... make as long a list as possible (on sand with a stick, on material with needle and thread, on skin, etc.)
- prepare a list of our written environment: posters, postcards, labels, minitel*

b. On the list
- are these current, exceptional, old practices?
- are they followed by all? by a social or cultural group?

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* French Telecom computerised telepone directory and information service.

c. Experimentation

- try out different solutions
- at choice, practise and try to master one type of writing and one support unfamiliar to the participants

  in particular, use of pen and ink, goose quill.

B. Collection of writings

a. Garner from printed or handwritten text

- as many types of writing as can be found
- including stamps, labels, notices
- obtain different alphabets (Latin, Arabic, Cyrillic, Chinese, Germanic)

b. Name types of letters and writing

Take the opportunity to note the specialised knowledge of participants: knowledge of alphabets, ability to read foreign writing.

c. Compare and classify the collections made

C. A type of classification: various alphabets

Approach and investigate some concepts

- history of writing, alphabets
- different types of alphabet, writing: alphabetical, syllabic, phonetic, ideographic or mixed

  Note in particular the peculiar complexity of French: both alphabetic and ideographic (silent letters intended to represent the etymological family).

- experiment with inventing a type of writing, particularly ideographic or syllabic.

D. One alphabet may be used for several languages

a. Collect and study various examples

- different Arabic languages (same phonetic system)
- European languages (different phonetic systems)
- ...

b. study the geographical extension of the most common writings: Chinese, Arabic, Latin, Cyrillic

c. approach the problem of transliterating proper names with the inevitable alterations. See the recent updating of Chinese names in the West

- if possible, transcribe participants' names in different alphabets (do or have done, according to ability)

E. Writing may be a game, an art

Calligraphies, calligrams, graffiti

a. Experiment with different coherent alphabets

- see transliteration lists
- see different print fonts

b. Create calligrams

- write a word where the picture shows the meaning (choose correct calligraphy, thanks to lists)

- write a phrase, a text... make a drawing conveying the same idea

c. Use a letter as the basis for a drawing: Mr "L"

- make a drawing with letters only, with figures only, with punctuation signs, a single letter...

d. Collect graffiti and classify them

- discuss the different classifications made

- take note of the place where collected

F. Writing is individual

- note the different personal styles: dictate a phrase which each participant writes twice: quickly and slowly

- possible discussion on personal practices in abbreviation, deformation, differences in the same letter at the beginning and in the middle of a word

- if possible obtain handwritten administrative circulars dating back to the beginning of the century: note the single "official" writing style of all civil servants at the time

- introduction to graphology

G. Magic writing

- amulets

- tatooing

- signatures, paraphs

- ...

H. Topics for reflection (examples)

- Universal writing? Difficulties of the phonetic alphabet
- good writing? Appropriate to the coding to be effected
- how and why does a particular writing disappear?

EXTENSIONS

Obviously there are many...

Note the value for extensions of using the many works of reference concerning:

- History of writing
- Writing in history and through stories
- Dictionaries: alphabets
- Periscope: history of writing (Freinet system)
- Transliteration catalogues. Calligraphies
- Calligrams. Appollinaire, the French poet
- Words as a game, gaming with words.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 7
AG

ME AND MUSIC

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Awareness of the very variable place which music has in people's lives

Characteristics: Questionnaire to enable pooling of knowledge and comparisons

METHOD

1. The music I hear:

Sometimes I hear music without having chosen it: Where? When? Does it bother me? Is it all the same to me? Do I like it? etc. Give a list of examples and comment on each case.

2. The music I listen to:

When I like the music and I can, I listen to it. When? For how long? Where? How? What music? Alone or with others? etc.

Draw up a timetable:

people	time and days	place	music listened to	comments

EXTENSIONS

Further knowledge of music and musical practice
instruments and instrument-making
singing
history and geography of music, etc.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 8
AG

SUNSHINE AND RAIN

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Trying to get "into the skin" of another person

Characteristics: Interdisciplinary card: verbal and written language, natural sciences, geography, etc. Card interesting to use simultaneously through correspondence by separated groups

METHOD

1. Let everyone express themselves freely (verbally, in writing or in another form) on sunshine and rain. After pooling this material ask the question: "Are there people here or elsewhere in the world who would have said very different things on this subject?" If so, begin with examples: what would a desert-dweller say about rain when it had not rained for years? What would an umbrella-seller say? What would a flood victim say? etc.

2. Collect texts on sunshine and rain: poems, extracts from novels, stories, press cuttings and also extracts from more technical works: geography books, books on meteorology.

3. Collect sayings, proverbs and popular weather lore.

4. Find photographs, engravings, postcards... and also study sunshine and rain in the arts.

5. Rain-making: rites, prayers, processions and modern techniques.

6. How we protect ourselves from sun and rain: clothes, adaptation of architecture, lifestyles, etc.

7. How we benefit from sun and rain: solar energy, drinking water storage tanks, etc.

8. Trades: Are there trades connected with sun and rain? Or trades in which sun and rain are very important?

9. Find out what people do when it rains.

10. Observe sun and rain

- in the media and advertising
- in religion.

EXTENSIONS

- Extend to other natural elements: hail, wind, snow
- conduct scientific activities connected with the weather, with solar energy (see the special issue of Jeunes Années Magazine), with rain...

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 9
AG

WHAT DO WE DO? WHAT DO WE SAY? WHEN...

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: On the basis of everyday statements and actions, highlight different appreciations in the same situation

Characteristics: More than for the other cards, some questions are private, personal and possibly give rise to conflict which for some groups may be the opportunity for a fruitful debate but for others may be a source of difficulty (see dossier presentation)

METHOD

What do you do, what do you say?

- when you have a headache?
- when you have a toothache?
- before eating?
- after a meal?
- when you have no money at the end of the month?
- when you receive a sum of money unexpectedly?
- when you are the boy in the family?
- when you are the girl in the family?
- when an old person dies?
- when a baby dies?
- when an unmarried young woman has a child?
- when an unmarried young man says he is the father?
- when the neighbours are too noisy in the evening?
- when someone knocks at the door in the middle of the night?
- when a friend asks for the loan of 1000 francs?
- when the friend does not return the money on the date agreed?
- when you want to buy something and have no money?
- when your hair is going white?
- when an aged relative becomes senile?
- when you have holes in your socks?
- when a young person is stopped by the family?
- when a child works hard at school?
- when a child gets bad marks?

EXTENSIONS

A large number of other questions of the same type can be invented (prompted by the leader but also by members of the group).

The replies can be gathered, classified and written down.

One question can be taken and the maximum number of possible replies can be found, some of which can be crazy, funny, imaginary, poetic...

The game "if I were" can be played, putting oneself in the place of someone of a different age, from different times, a different country, a different social situation, a different religion, etc. Certain questions may lead to in-depth debate.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 10
AG

BEING NAKED

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Awareness of the very subjective nature and connections with time and space of rules of propriety

Characteristics: The need for adaptation explained in the dossier presentation is particularly obvious here

METHOD

Depending on who you are, where you are and when, it may be correct or incorrect, allowed or not allowed, for example to wear a hat or be bareheaded, to have bare arms and legs, etc.

But rules and usage have not always been the same and vary in accordance with country, religion, age, sex, customs...

1. Completely naked: who? Where? When? Can you be completely naked?
2. Barefoot: Who? Where? When?
3. Bare-armed: Who? Where? When?
4. Bare to the waist? Who? Where? When?
5. Barelegged: Who? Where? When?
6. Bareheaded: Who? Where? When?
7. Face veiled: Who? Where? When?
8. Who? Where? When? must people take off their hat, shoes, any other particular part or garment of their apparel?

EXTENSIONS

- Approach these questions in a historical framework for a particular country
- Reflection on the role of clothes
- Reflection on the respective part played by social rules and personal adaptation to a situation in choosing clothes

When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 11
AG

WASHING AND CARE OF CLOTHES AND LINEN

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Highlighting a variety of practices in this matter beyond the uniformity introduced by technical progress

Characteristics: Card interesting to use simultaneously by correspondence with separated groups

METHOD

1. Make a list of the main garments and other textile articles (table linen, sheets, blankets, curtains, etc.) in a household. For each, find how they are cleaned, who does it, where, when and how often.

   How are they mended? Who? Where? When? How?

   Find out whether the replies would have been the same in other regions or countries and at other times. Begin by asking old people.

2. Collect texts, engravings, photographs, postcards, objects connected with care of linen and clothes.

3. Make a list of products and objects used for laundering and cleaning linen, clothes, shoes; remember products for perfuming or disinfecting.

4. Find out the special practices for linen for babies, the sick, and other special cases such as wedding dresses or ceremonial clothes.

5. Observe reactions to clothes which are dirty, creased, torn, worn or have holes... the importance? When? What do different people think?

6. Find out what is done with worn or ragged old clothes.

7. Find ways of marking linen: how? Who does it? Why?

8. Observe methods of drying: where? When and how?

9. List the trades connected with laundering and care of linen and clothes.

EXTENSIONS

- learn more about the history of the subject
- learn more about variety according to country
- study the technical aspects of modern tissues
- study family patterns in acquisition of washing machines.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 12
AG

DONE AT HOME, DONE ELSEWHERE

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Show the variety of behaviour according to evolution of techniques and the socio-cultural situation

Characteristics: Interesting card to use by co-operation with a similar group far away

METHOD

There are things which can be done at home and others which are done elsewhere. That depends on countries, times, social situation and the environment.

Find examples and look at the situation.

The list below is very incomplete; make a longer one:

- making bread
- making clothes
- cleaning clothes
- teaching the children
- making cakes
- cooking
- eating
- taking a bath or shower
- cutting hair
- growing fruit and vegetables
- etc.

EXTENSIONS

- Find what is done at home by people from outside (maintenance, repairs, various services)

- learn more about the historical aspects from documents or by questioning elderly people

- learn more about the topic for a particular country.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 13
AG

THE BEDROOMS OF 15-20 YEAR-OLDS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Over 10 years old, especially 15-20 year-olds

Objective: Show that the differences and similarities observed can be linked to age, period, fashion, socio-cultural background, nationality...

Characteristics: As for the other cards, take care not to intrude on privacy

METHOD

You know young people (boys and girls) between 15 and 20 years old or you are one yourself: describe their bedrooms.

You know young people of the same age from other countries: try to obtain a description, drawing or photograph of their room.

Try to distinguish what depends on age, family culture, place of residence, etc.

Imagine that a young person is moving into an unfurnished room and has a limited budget: what would be the first expenses incurred to equip and furnish the room?

Try to reconstitute the rooms of people over the age of 50, even 90, when they were 15 to 20 years old by questioning them and/or consulting prints, old photographs, pictures and descriptions in novels or stories.

Try to imagine what the rooms of those who are 15 to 20 years old now will be like in 20 years' time and what their children's rooms will be like when they are 15 to 20 years old.

EXTENSIONS

Do similar work with other age-groups or other places.

Think about the cost of equipping a room and make a joint list of priorities.

Discussion and reflection on the cultural or economic influences affecting the way in which young people's rooms are fitted out and decorated.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 14
AG

FLOWERS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Same as other cards (see dossier presentation)

Characteristics: Particularly interesting for parallel work between urban and rural environments, different regions, countries remote from each other

METHOD

1. Individual questionnaire:

Are there flowers in your home today? What flowers? Where? Do you sometimes pick wild flowers? Cultivated flowers? Have you (or has someone in your family) potted flowers? Garden flowers? Did you grow them from seed or buy them as plants? Has anyone ever given you flowers? Who? On what occasion? Have you given them to someone else? Who? On what occasion?

2. I am in the country: I see pretty wild flowers on the roadside: what do I do?

3. Who gives flowers to whom? What flowers? On what occasions?

4. Are there people to whom you would definitely not give flowers? Or flowers you would not give to a particular person? Or times when it would seem strange to give them?

5. Celebrations and flowers: what celebrations? What flowers for which celebrations? Celebrations with flowers or without flowers? The place of flowers in certain ceremonies (marriage, burial, wreath-laying).

6. At certain times in certain countries there is a "language of flowers": flowers associated with a particular quality or which send a message: look for them.

7. Lilies of the valley on 1 May, the socialist rose... find flowers or plants associated with a particular thing or symbolising something else.

8. Artificial flowers: what do you think of them? Why do they exist? Where? Do you know how to make them?

9. Make a list of the flowers known to each person: which are the best known? What can be said about them? What do you want to say about them?

10. What are flowers used for? Find various replies, remembering food and medical uses, for example.

11. Find out about trades connected with flowers and study the place of the flower in the economy of certain regions.

12. Find expressions, proverbs, poems, songs, stories, riddles about flowers and make some up.

13. Study flowers in the arts.

EXTENSIONS

1. Further botanical knowledge from the environment.

2. Reflection on protection of flora.

3. Study flower growing and its derivatives (perfume-making, pharmacy, food, transport...)

4. Grow some flowers.

5. Draw and photograph flowers.

6. Study certain topics on the card (10 to 13) more closely.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 15
AG

THE PLACE OF THE STORY

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All (not restricted to children)

Objectives and characteristics:

The story is commonly used as an intercultural activity; opportunity to bring in story-tellers from other countries; comparison of different versions of similar stories of different origins; use of parts of a story linked to the culture of the country, etc... But more than the content or form of the story itself it is perhaps the place occupied by the story in life which culturally has the most importance. Realising this is one of the objectives of the questionnaire below.

METHOD

1. Have you heard one or more stories told, read stories, heard stories on the radio or cassette or seen them on television in the past month?

   If the answer is no, when did you last read or hear stories?

2. If you have heard any, who told them? On what occasion? At what time of day or night? Apart from you, who were the listeners?

3. Do you sometimes tell stories or tales? To whom?

4. Make a list of the main stories you know, and underline those you like best. Are there any which have been particularly important to you?

5. Complete these sentences:

   - These stories are...
   - I like stories which...
   - I do not like stories which...
   - What is told in stories...
   - When I hear a story I...
   - To tell a story you have to...
   - When I am told a story I...

6. List the chief characters, heroes, monsters... found in stories.

7. Do you know in your neighbourhood, town or village people who tell stories or places where stories are told?

8. Ask the persons around you these questions: your parents, children and grandchildren, grandparents, brothers and sisters, aunts and uncles, nephews and nieces, neighbours and friends. When asking, ask them also what they would have replied at your age.

9. Have the questionnaire filled in by penfrieds from other countries or regions.

10. Complete this table:

	father	mother	child	etc.
Tells me stories				
Listens to my stories				
Knows a lot of stories				
Tells stories to people other than me				
Likes my stories a lot				
Makes up stories				
Is not interested in stories				
Etc.				

EXTENSIONS

1. Reflection on the respective place of verbal, written and audio-visual storytelling in accordance with times and cultures.

2. Research on the various roles a story can play.

3. Research on the social status of the storyteller.

4. Traditional work on stories (content, structure...)

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 16
AG

KNOWN AND UNKNOWN ANIMALS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Particularly children

Objective: Pooling of knowledge on this subject and taking advantage of contributions from children from other countries

Characteristics: Questionnaire

METHOD

1. What animals have you seen?

2. Classify them as wild animals or domestic animals (you may hesitate for some of them).

3. Have you seen wild animals roaming free? Which?

4. Are there wild animals that you have not seen but that your grandparents saw roaming free? Which?

5. Have you seen wild animals in the zoo, in a menagerie or game park?

6. Do you know the names of some wild or domestic animals without ever having seen them, even on a photograph or the television?

7. What wild or domestic animals live:

   a. in the country or region where you were born?
   b. in the country or region you live in now, if this is not the same?

8. What domestic animals are there in your house and garden? If you have a cat, a dog, etc.:

   a. where does it sleep?
   b. where does it eat?
   c. what does it eat?
   d. who takes it out and looks after it?

EXTENSIONS

Preparation of a document showing the results of the survey (album, drawings, accounts, talks...).

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When you have used this card, send us you thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 17
AG

FROM THE FRENCH COCKEREL TO THE SPIDER IN AFRICAN STORIES

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All (not restricted to children)

Objective: Same as all the cards

Characteristics: This activity can be long

METHOD

1. Collect proverbs, stories, riddles, poems on animals, if possible from different countries.

2. Look for proverbial expressions connected with animals ("silly goose", "as strong as a horse"), either in French or in other languages. What do you think of them?

3. Find examples of animals symbolising certain countries or certain qualities. In some countries there are or were sacred animals: which ones?

4. The hare and the spider in African stories, Donald Duck, the wolf in French stories, etc. Make a list of animal heroes. Compare the animal heroes in stories from different countries. Do the same with animals in fables. Compare the characters of animals in fables from different countries and try to find out if they correspond to the real character of the animals.

5. Find out about famous animals in history, legendary animals, imaginary animals.

6. Animals in art: look at statues and sculptures in your town. What animals are shown? Find animals in pictures. Discuss what role they can play. Find animals in other art forms.

7. Find out which animals are shown in advertising and what role they play.

EXTENSIONS

Produce a document on one of the points covered (text and illustrations).

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 18
AG

MEN AND ANIMALS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Similar to the other cards

Characteristics: Survey

METHOD

1. Friendship, indifference, hostility, rivalry. Think about the relationships between men and animals according to regions, countries, times, people and the animals.

2. According to countries, regions and times, wild or domestic animals play or have played greater or lesser economic roles: choose some examples to study in depth. Examples: dogs and cats in France in 1987, introduction of the rabbit in Australia, tsetse fly in Africa, bees in France, reindeer in Lapland...

3. Some animals are eaten and others are not. It depends on countries and religions. Make a list of animals according to the countries where they are eaten (insects too). Also look at products of animal origin (milk, eggs, honey). Some people are vegetarians: why?

4. Animals for sport and leisure: ponies, greyhound racing, cock fighting... Find other animals used for sports or racing. Think about their cultural and economic importance remembering to consider more than one country.

5. Hunting and fishing: who hunts? Who fishes? What? How? Where? What animals are sometimes used for hunting and fishing? Hunting as a useful exercise or hunting as a game, hunting as a sport... Debate on the pros and cons. Same thing for fishing.

6. Make a list of trades connected with animals.

EXTENSIONS

- Reflection on the value given by men to animals in time and space
- Reflection on experiments on animals
- Reflection on animal welfare.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 19
AG

ON THE SAME BUDGET

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: 11 plus

Objective: Similar to the other cards

Characteristics: Brief card which can be developed at length

METHOD

Draw up a comparative table of expenditure for a young single person with an income of 6,000 francs, for example, and other young people having the same income on the basis of real or imaginary (but plausible) examples.

Comment and discuss. Choose young people from cultures and lifestyles as varied as possible.

Compare similarly expenditure of elderly people living alone and having the same income as the young people.

Compare also expenditure of households of similar composition (for example, with two children) and the same income.

EXTENSIONS

- Study of various budgets: club, association, municipality, nation
- Study of INSEE and CEREC documents on household budgets.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 20
MEB

DANCE AS PART OF CULTURAL EXPERIENCE

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Knowledge of others through various forms of body movement

Identify the common factors to reach a better understanding of others' culture

Characteristics: Simple card which can be added to by people qualified in this topic

METHOD

1. Survey

From direct exchange or a survey carried out with parents, for schoolchildren, on the most current dance within the groups.

Can you do one or more dances? Make a list if there are several.

The places where the dances are danced? When? How? Who dances? With whom?

Are objects used? Do you have to dress up? How long is each dance and what effect does it have on the dancer?

Music: what kind? With what instruments? What rhythms? Are there accompanying songs?

2. Use

Pooling of information and a certain ability to dance can help in overcoming some fears.

Learning to do the dance or dances of "others" may also help in talking about it and placing it in its cultural context.

All this will result in seeing dance as a heritage:

- component of identity
- body language
- cultural language
- reflection of human groups
- the memories of "the old" and the "cultural trends" of the young
- was oral transmission hit by exile?
- children and "dancing games"; does the space they live in give room for this?

- what has happened to country and town dances in the new housing areas?
- family celebrations in the life cycle: birth of an awaited child, circumcision, engagements, etc.
- the influence of religion on dancing? (trances in religious communities)
- professional dancers, accompanying professions (bands, dance teachers, folk groups).

EXTENSIONS

- Holding of an intercultural dance show
- Preparation of a document showing the results of the survey.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 21
AG

THE WHOLE WORLD IN MY NEIGHBOURHOOD

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: We live in a society with windows on the world; let us observe it without going further than our neighbourhood

Characteristics: Adaptation of this card in accordance with the place of use is particularly important

METHOD

1. Names of streets

a. Find the names of streets.

b. Classify them (after people, things, geographical names).

c. Find out about the countries, towns and persons named. What are they? Who are they? From which countries? Why have streets been named after them and, if applicable, why one particular street rather than another?

d. For each name:

- are there streets with the same name in other towns? (possible replies: undoubtedly, definitely, perhaps, almost certainly no)

- for each name (or a selection), could the same name be given to:

  . a street in ALGIERS?
  . a street in BERLIN?
  . a street in MOSCOW?
  . in some other town?

  If not, why not?

e. For each of these streets suggest the name which you would like best.

f. A new residential area is being built nearby. Suggest names for the streets.

g. This area is called "International City" or "Intercultural City". Suggest appropriate street names.

2. The shops

a. In the neighbourhood, are there shops which are typically "foreign", "exotic" or "regional": Chinese, Vietnamese, Arab restaurants, shops selling West Indian, Breton, etc. products?

b. For some shops (for example bookseller, photographer, grocer, clothes shop, shoe shop, newspaper stand), try to find the geographic origin of the products sold. Present origin (imported from...) but also perhaps historical origin (initial origin of plants - cf. Fernand BRAUDEL: La Méditerranée, for example - countries where particular appliances were invented).

c. Pick out the wording in foreign languages (even multilingual) on shops and labels: signs in Chinese or Arab letters, notices such as "English spoken", etc.

3. Cars, motorbikes, bicycles

Where were they manufactured, where registered?

4. People who live there, people passing through

- How many nationalities or different geographic origins are there

  . in my block of flats?
  . in my street?
  . in my school?
  . in my district?

  Note any segregation or grouping by nationality.

- In the district are there clubs, associations, schools, cultural centres, sports teams, with a specific geographic or national flavour?

- Tourists or "travellers", in the neighbourhood are there strangers passing through?

- Looking at people in the street, can you tell from their appearance, clothes, behaviour where they come from?

5. Trees, plants, animals

Chestnut trees, plane trees, poplars, rats, cats... Try to find out how long they have been in France. What is their geographical origin?

6. Buildings

- Find out if there are buildings in the district with their architecture strongly affected by foreign influences

- Think about the geographical origin of building materials or techniques

- Architects, masons, labourers... What countries do they come from?

7. Research

What is there in my street to indicate the presence of the wider world?

When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 22
AG

SLEEPING

NOTE: Ever more than for the other cards the indications here have to be adapted and supplemented. Given the nature of the subject, according to the group for which the card is used, it will be seen which questions can be asked personally, in the form of a questionnaire giving participants' views, and which questions will have to be dealt with in a less intimate fashion (for example, through documents).

PRESENTATION

Users: All

Objective: Realisation of the variety of situations in the physical and cultural treatment of sleep

Characteristics: Various extensions are possible, particularly through literature, photography, cinematography...

METHOD

1. What do people do in the hours leading up to bedtime?

What do they do just before going to bed, just before going to sleep?

2. How do they wake up? What do they do just before getting up? Just after getting up?

3. Where do the various members of the family and pets sleep?

4. Are windows open or shut? Curtains, shutters? Heating on or off? Nightlight or light off? etc. The atmosphere of the bedroom (if there is a bedroom!)

5. On what and in what do you sleep? What do you have over you? How do you make your bed (if there is a bed)?

Study of beds and bedding, nightwear. Personal accounts. Documents from other times or other countries. Remember other furniture (for example, bedside table and what is on it).

6. What stops you from sleeping? What makes you sleep better?

7. What time do you go to bed? What time do you get up? Do you have an afternoon nap? Make a table of hours of sleep for the family. Show separately holidays and special days.

8. Vocabulary of sleep and bedtime. Everyone makes a list:

- of the first words which come to mind
- of all the words that can be found
- fill out and extend the list by looking in books.

9. Collected proverbs on sleep, the night, stories, poems. Make some up.

10. Collect formulae for wishing goodnight in various countries and languages. Collect lullabies.

11. What do you dream about? What do dreams mean to you?

(This topic might perhaps be developed in a special card.)

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 23
AG

WAYS OF CARRYING

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: In a sphere in which nature and technology only seem to be involved, realise that cultural elements also play a role

Characteristics: Very vast subject. May be limited to only one position

METHOD

1. Who carries what?

Baby, sack of corn, shopping bag, attaché case, ... who carries what? Make a long list of ordinary or unusual examples, probable or improbable examples.

2. Who carries whom? How?

For babies, it would be interesting to find a catalogue prior to 1980 and note that in France, children were not carried on the back or the chest; only mothers in distant countries were supposed to be able to do this.

3. Carrying without an aid

What is carried without an aid and how... Think about Atlas, waiters' races, etc.

4. Rucksack, back basket, stretcher

Make a list of carrying aids and "machines". Make drawings. Collect photographs, illustrations, the objects themselves (origins/history/influences).

5. Carrying animals and their equipment: from the carrier pigeon to the royal elephant

Which animals carry what and who?

Who rides what, in what circumstances?

6. Mechanical handling

Which machines? Study different kinds of crane. Why are forms so varied? (Fork-lift trucks - Fenwick truck - pallet and container systems... Transport systems: different adaptations for varying problems).

7. Porter: a trade?

From porters in former times to fork-lift truck operators today.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 24
AG

HOLIDAY

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: a) Realisation of the cultural differences and reflection on the role and place of holidays, differences according to periods, countries, social classes, etc.

b) Reflection on the contribution or cultural choices linked to certain types of holiday

METHOD

1. What are holidays?

a. Find definitions for the word "holidays" (or its equivalent in other languages) in as many dictionaries as possible, both old and recent.

b. Ask people of varying ages, backgrounds and nationalities for written or verbal replies to the question: "What do holidays mean for you?" A discussion may also be held on the subject.

c. Collect texts of varying types (books, pupils' essays, newspaper articles, legislative texts, on holidays).

2. What use are holidays?

a. Possibly find answers to the question in the information collected in 1.

b. Get replies to the question from people of different ages, backgrounds and geographic origins. Debate...

3. Holidays for whom?

- Who needs them most?
- Who does not need them?
- Who takes them?
- Who does not take them? Why?

It will be best not to collect only replies given here and now but to try to obtain replies from other countries (penfriends) and also to attempt to reconstruct replies which would have been given here or elsewhere 30, 50, 100 or 200 years ago.

4. How do you spend holidays?

What do they give you? Are you satisfied? Collect replies - possibly anonymously - to these questions either from the restricted group using the sheet or from a wider group.

Initially, ask the question in a very concrete manner on a specified holiday period with a precise description if possible.

5. On the basis of replies to question 4, make a classification of the various ways of spending holidays. Then by referring to personal accounts, documents (particularly those for question 1), memories, but also the imagination, make as complete a list as possible of the various ways of spending holidays. Several types of classification can also be suggested and at the same time the advantages and disadvantages of these different types of holiday can be noted.

6. Holidays - migration - meetings

In various forms holidays are often an opportunity for different individuals or culturally different groups to come together, in a manner which is enriching, or to confront each other (differences in vocabulary, religion, socio-professional backgrounds ...).

a. Collect personal experiences from members of the group

b. Possibly become better acquainted ... or to have a distorted image of each other? To benefit from or reject the culture of others. Try to illustrate this with concrete examples, by documents.

7. My dream holiday

Verbally or in writing, collect accounts of dream holidays.

8. Holidays and advertising: from dreams to reality

9. Realistic or utopian plans ...

Suggest projects for interculturally enriching holidays.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 25
AG - AB

AGE - SEX (1)

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Consider differences in treatment according to sex by various cultures.

Characteristics: More than with other dossiers, care must be taken not to upset the members of the group. The adaptation must therefore be effected with care. Moreover, cards 25 and 25 bis can be used simultaneously.

METHOD

1. Find out in which public places people of one sex congregate. Is this a tendency or is it absolute? Do congregation places remain the same or change? At what times do people congregate there?

2. Among the places you have heard about or about which you have information find out which are reserved or rather used by one sex. Think about the accuracy of this information.

3. At what ages do people congregate in these places reserved for one sex? Are there ages at which sex has no bearing?

4. Normal or not; fobidden or not:

"It's not for girls".
"It's not a man's job"...

Collect such expressions and situate them in other places or at other times. Note those which, depending on individual or collective opinion, are justified or unjustified, permanent or temporary, local or universal.

5. Note the role of boys/men and girls/women in different columns of a table, for example, at various ages. Make a similar table, imagining another place or another period in time.

6. Make another table with columns of "rights" and "duties" for each sex at a given age. Make comparative tables for other places and/or periods of time.

While doing this work listen to individual opinions and contrast them with different or opposing opinions. Place the whole in the context of the Declaration of the Rights of Man and the Citizen and the Declaration of Rights of the Child.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 25 bis
AG

AGE AND SEX (1)

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Observe the differences which go beyond constant features linked to natural needs of the different periods of life.

Characteristics: It is advisable to use cards 25 and 25 bis simultaneously.

METHOD

1. Mention the places where people of different ages and sexes can be found together.

2. Mention the places (or times) where people are (today) or were (formerly) put together by age. Example: nursery school, old people's home, girl's hostel, etc.

3. Observe around you in different places and at different times of day how people collect together according to age. Examples: cafe where retired people meet, public park with toddlers in one corner and elderly people in another, etc.

4. Child, adult, old person, adolescent, young person, etc. Each person to give his definition of these words. Compare. Discuss.

5. Birthdays and anniversaries. What do the words mean for you? What types do you know? Which do you think are important?

6. For you are there ages in life which you think are particularly important?

7. "Majority at ... years old", "prohibited under ... years old", "retirement at ... years old", "first teeth at ... years old". There are ages at which rights or physical or intellectual capacities are acquired or lost. Evolution according to age. Try also to find out what there can be that is new, important, possible or prohibited from year to year (or month to month in early life). Is it the same everywhere? Has it always been the same?

8. "You are too old for that!" "You're not old enough yet!" For each of these comments or others of the same type which you have heard or can imagine, make lists of examples bearing in mind either what you have heard or what you yourself think. Compare your lists with other people's. Would the replies have been the same 50 years ago? In other countries?

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 26
AG

EVERY DAY THERE'S A CELEBRATION

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Bypass stereotypes on celebrations to note variations and constant features.

Characteristics: Hundreds of ways of extending activities in addition to those mentioned here.

METHOD

If the word celebration is understood in the widest possible sense, including public and private holidays, ceremonies, commemorations, fêtes, religious events, inaugurations and retirement parties, United Nations international days, etc., there is a celebration every day for Pierre, Ahmed, Antonio or one of their neighbours.

It may be an opportunity to get to know each other better and to find out what one or the other is celebrating and how they do it.

We therefore suggest that in the classroom, youth centre, hostel, etc., a small space for information should be set aside on the windows, at least a large note book, better still some boards, shelves, a show case or a cupboard. It is up to everyone to bring whatever information they like for this space, such as:

- details on forthcoming celebrations, by posting handwritten notices ("next Sunday is my birthday", or "the national day of such and such a country", "a particular parish fête" ...);

- notices, handbills, invitations, press cuttings announcing fairs and celebrations;

- information or souvenirs from past celebrations (handwritten accounts, menu of a first communion meal, press cuttings, photographs, masks, cakes);

- historical or other documents of all kinds on the most varied celebrations from all countries and all times: prints, postcards, texts, etc.;

- ideas for future celebrations, either on individual initiatives, or after collective creative discussions at which imagination can be given a free rein, either on actual celebrations (how to celebration Mother's Day in an original way, what present can you give to a grandfather, etc.) or on imaginary celebrations;

- free writing and drawing on the topic of celebrations.

Periodically, bearing in mind local events, other topics for work or national and international events, more thorough study can be made of any particular celebration. Make international comparisons (or comparisons between social sectors, regions, etc.) for christenings, May 1, the New Year, etc.

After some time, the material accumulated in the celebration display can undoubtedly be used to make an album, article, brochure, display board, or to organise a celebration.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 27
AB

EATING RITUALS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Make children aware that what seems obvious and general (eating rituals) is only a matter of convention. For others, go beyond the often superficial and stereotyped knowledge on the subject.

Characteristics: Extension possible in many fields, particularly literature, the cinema and painting.

METHOD

1. Everyday meals

- How many meals in the day?

- For each meal:

a. Where is it eaten?

b. At what time?

c. By whom (together or separately)?

d. Who makes it? Serves it? Clears the table?

e. Does anything particular take place:

before the meal?
after the meal?

f. Where does everyone sit? Are there special places? Do you choose your place? If so, how?

g. Describe exactly how the meal proceeds. Are the beginning and end marked? Does everyone begin and finish together? Do the children leave the table before the end of the meal? What order do the courses come in? Is there an order for eating the food? Do any of the eaters have particular rites or eccentricities?

Do you watch television? Do you listen to the radio? Do you converse? Who, and about what? Are some things forbidden?

2. Are there days of the week when meals (or some meals) are different? Which? Why are there differences?

3. During a year or a life there are special meals, for example, (but there may be others) meals for celebrations or ceremonies?

Make a list of them and describe them (can be expanded and made more detailed).

4. Elsewhere. Today or in the past. If you have foreign pen friends, try to get them to reply to this questionnaire. You might try to imagine the answers before you receive them. Then compare.

If you have no pen friends, try to find out from written documents and pictures what the replies might be in another country.

5. After everyone has replied personally (possibly anonymously) to questions 1 to 4, the replies can be assembled and classified to provide points for discussion and explanation.

What do the differences (regional, cultural, religious, family ...) correspond to?

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 28
AG

SITTING DOWN

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Investigation and reflection on a topic about which it is not usual to think.

Characteristics: The value of this work will not appear immediately to everyone. Possibilities for verbal use only in the framework of language development activities through conversation (children and adults).

METHOD

1. When and where do I sit down?

Make a table of the times when you are sitting down, over a day (or a week) noting each time where you are and what you are doing.

Make a similar table for different people in your family or circle and then for people with very different lifestyles.

2. There are places, times and circumstances when sitting down is either impossible, frowned on, forbidden, or inconvenient. Make as long a list as possible.

3. What things can be done sitting down? What cannot be done sitting down? What things could be done sitting down even though usually they are not done sitting down?

4. When there are fewer seats than people, who sits down? Who stays standing?

5. Giving up your place. Who stands up? For whom? In what circumstances?

6. Sitting on the ground, on a step: who does this often? Who never or almost never? Why?

7. What do we sit on? Make a list of individual or collective seats. Collect drawings, prints, and photos of them. Try to classify them in different ways. Compare the advantages and disadvantages. Sitting on a throne, stool, bed, bench, in an armchair, etc.: what meaning may it have, depending on circumstances?

8. How do you sit down? Can the way of sitting on a chair have a meaning (intended or unconscious), betray a characteristic or a mood at a particular time?

9. What seats, in which rooms, in what type of flat? Is it possible to say: "Tell me what seats you have and I will tell you who you are"?

10. Collect photographs, prints, drawings of:

a. various types of seat,
b. the seats of various persons.

Imagine various situations and decide who will sit on what seat.

11. In shops, look at the price of seats. Discussion.

12. Where is there to sit outside in town and in public places? Examine seats in town, who sits on them, places where there should be seats but are not.

13. On pictures, prints from various periods, look at the seats and the people sitting down. Comment.

EXTENSIONS

Standing up, lying down. On the basis of the sheet "Sitting down" prepare sheets on "standing up" and "lying down" with the necessary additions or deletions.

For "lying down" see also the sheet "sleeping".

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 29
AG

HEADGEAR

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Children or people concerned with hats

Objective: Use a simple ordinary topic to highlight cultural variety.

Characteristics: This topic does not raise sensitive problems as some other sheets do. It can therefore be used as a first stage. But look out for the danger of stereotypes here too.

METHOD

1. Make as full a list as possible of what is worn or can be worn on the head.

2. Try to make a collection of headwear or, failing that, representations of it (photographs, prints, drawings).

3. For each one ask the question: what use is it?

4. Imagine several types of classification.

5. Not anybody can wear any hat in any place.

For each word on list 1 or for each object in collection 2, ask the questions:

- Who can wear it? Where? When?

- Who, in what circumstances, cannot wear them ... and why?

Possibly in the form of a fame, prepare:

a. a set of cards showing persons bareheaded;

b. a set of cards representing headwear;

c. a set of cards showing a place and circumstances (a morning in the garden, a cycle race in winter, at the swimming pool, in the shower, etc.)

One player lays down a person-card. A circumstances-card is drawn. Those who have an appropriate headwear card show it and explain their choice.

6. Depending on places, circumstances, cultures and persons it is correct or not, permissible or not to either wear something on the head or be bareheaded. Ask each person what he thinks is "right" for headwear. Compare the different answers. Find out about usage in different countries, at different times. Discuss the reasons and meaning for them.

7. What hats are worn at celebrations?

- Famous hats.
- Magic headgear in stories.

8. Caps for advertising.

9. Look at hats in pictures, photographs, prints of various origins and from various periods. Make observations, comments and comparisons ...

10. What are hats made of? Who makes them? Trades connected with headwear?

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 30
AG

HOW PEOPLE GATHER TOGETHER

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All. Adaptation to age and characteristics of the group members is particularly important for this card.

Objective: First, realising that each person belongs to several groups, that there are interactions between groups and their members, that individuals must adapt to groups and groups to individuals. Then give information about groups and associations and what they offer but without any biased propaganda.

Characteristics: This card is particularly important. Quantitatively first: it can be split up into different times and worked on over a long period. But especially qualitatively because realisation of belonging to different groups is necessary in order to go beyond the stereotype stage: a person can no longer be described with a single word ("old", "Arab", "baker" ...) and be seen as belonging only to one group after this work. It therefore has an important educational aspect.

METHOD

1. At the start of investigations a real or imaginary person can be taken and the various groups he belongs to can be identified: age, sex, family, class and school, firm, sports team, club, landing, staircase, bloc of flats, residential area, neighbourhood, town, canton, département, region, country where he lives, country of origin (self or parents or ancestors), race, special physical, psychological, personality, moral features, association for ..., against ..., former members, etc.

It would be useful to note observations or choices and to represent them in table form.

2. If relations within the group are good enough, ask each person to make a list of the groups he belongs to with the help of the table made above.

If the pooling of information is possible, do this with those who accept. Common factors will then be seen? Many extensions are possible then on the basis of realising differences and similarities. Care must naturally be taken to avoid the risk of emphasising the sense of exclusion or inferiority which exists in this type of situation. People must be willing. Comparison can also be restricted to groups belonged to which, in the group itself, have no sensitive aspect.

3. Groups are not alike. There is the informal, transitory group (travellers in a coach, onlookers at an event ...), the small informal group of friends, the sports team which is well defined in number, outfit, function, the enormous group of voters for a presidential candidate or believers in a religion ... and the inevitable subdivisions as soon as the number of group members swells.

There are groups we belong to without choosing them, those we belong to deliberately, more or less easily, those we are forced to choose ...

There are very closed groups to which not everyone who wants can belong and those which are very broadly open to all or almost all.

There are very homogeneous groups because very tight conditions of entry are imposed (in 1988: veterans of the 1914 War) or rare reasons for belonging (collectors of Camembert labels) and others are heterogeneous (for example, a non-extremist political party).

There are stable, lasting groups which change little and groups in constant movement. Agreement must be reached on the term "stability": the group of young people from 20 to 25 years old is unchangeable by definition but develops in appearance; the centre of interest of a group of sports car fans changes constantly ...

An attempt should be made to establish a classification of these different groups by all means of analysis available. Each category should be illustrated with examples.

4. Certain groups such as associations have statutes and written well-defined regulations. Examples can be studied closely. Comparisons will be full of interest. Consideration will be given to whether the operating rules comply with the stated objectives and principles. Similarly for the democratic nature of certain associations.

Others do not have a written statute but still have rules in practice. Everyone should try to formulate these rules for the groups he belongs to. This work is specially interesting for those belonging to cultural groups and will allow the cultural aspect to be distinguised from others which are often confused (religious, national ...).

5. When people belong to several groups they do not play the same role or have the same place in each group. You can be the tallest in the class and the smallest in the family ... Think about the place you have and the roles you play in the different groups you belong to.

6. Sometimes a person outside a group comes into the group casually and temporarily with a variable role: the inspector in a classroom, a journalist invited to the annual general meeting of an association, a child going to a meeting with its mother, a student undergoing training in a company, a passing Parisian in a cafe in the provinces, a tramp who has come to get warm at a public debate ... How is it experienced? How does it change the functioning of the group? Examine particularly the problems raised by people who appear as "intruders" because of their culture, race or colour of their skin. Find out the attitude of the group as a function of its capacity to analyse situations beyond crowd and emotional reactions.

7. When you belong to several groups you can (or must) behave differently in each group, taking its rules into account. For example, you might not dress the same way, talk the same way, etc. Find various examples of behaviour linked to belonging to a particular group.

8. The second form in a senior school, for example, is a fairly well-defined group. But every second form has its own personality because each member of a group and also the environment contribute to making the group what it is. Sometimes it needs only one person, a member of the group or not, to change everything: a class might be as good as gold in the maths lesson and go wild in the French lesson. Is the teacher part of the "second form" group? Or is he an outsider? Discuss.

Find various examples illustrating this type of reflection. Discuss.

When it comes to belonging to ethnic, cultural or religious groups, collective attitudes on the part of groups can be noted depending on whether they are in the majority or minority in the society and are accepted or rejected.

9. When a new member joins a group, what happens? How does the new member feel and how does the group feel? Are there any formalities? Initiation rites? Probationary periods?

Examine first the case of an isolated individual joining several existing groups: starting to work in a firm, joining a football team, arrival of a baby in a crèche, moving into a village or into a heavily populated town centre, etc.

Then examine the case of social groups joining a wider social group. For example, the Spaniards joining the European Community or South East Asian refugees in various countries of the Indian Ocean and Europe.

From local observations it is possible to think about ways of allowing people to retain their initial cultural characteristics (integration) or, on the contrary, forcing them to be aligned completely on the characteristics of the group they join (assimilation).

These observations and reflections which are linked to moral choices must be effected with tact, but they are very important.

If possible, a table will be prepared showing on the one hand what people are like before and after the integration process and what they have to go through, and on the other hand the two forms of integration mentioned and defined briefly above.

10. It can happen that because he develops or the group develops the member of a group is no longer in his right place (either he feels ill at ease or the group no longer considers him as part of it).

What happens then?

Problems and procedures for him either to be absorbed into the group or to leave it and be excluded.

On the basis of these observations the work can be extended to national groupings. This could even be the subject of a special card: nationality, naturalisation, double nationality but also broader concepts of citizenship and feelings of belonging. So great possibility for extension ...

11. It is possible, the only problems being time and timetable, to belong simultaneously to a choir, a football team, a co-owner's association ... But as a general rule it is not possible to be a member of two religions or two political parties at the same time. On the basis of a fairly large list of groups or associations, try to imagine cases where membership of more than one group is possible, impossible, probable, improbable ...

This reflection can be conducted as a game: write on pieces of paper the names of groups or associations, draw out by lot three at a time and see whether it is possible to belong simultaneously to the three groups. Imagine what other groups it would also be possible to belong to.

12. Either obtain if it exists or draw up a list of associations existing or represented in the neighbourhood or town. Who knows them? What do they do? What can they offer to any of us? What can we, perhaps, contribute to them?

Possibly study a number in detail.

This would be the opportunity to make associations which do not advertise (immigrant communities, associations helping alcoholics, aid to the Third World ...) better known.

13. From the problems arising either for members of the group you belong to or for the group itself or for people living in the neighbourhood, find what associations can help in solving these problems or what associations exist elsewhere or could be set up for this purpose.

Possibly show the danger of isolation which can exist if the association is not open.

14. Try to collect documentation on the creation and history of some associations (if possible, from people who were there at its establishment in the case of local associations which are not too old).

Compare the life and disappearance of associations with the life and disappearance of wider human groups throughout history: races, cultures, nations, civilisations, religions ... What is left of the groups which have disappeared? Who in France claims descent from the Gauls, and from the Vandals? Find the vestiges and leavings of these groups which have disappeared, whether vast and historical or very localised in time and space (for example, the former association "to erect a monument to X").

15. Obtain some issues of the Journal Officiel "Déclarations d'associations" (Official Journal "Establishment of Associations"); note the diversity and multiplicity of associations created every day.

Think about the groups which emerge in society and disappear from it. The "young people" since the last war, the "Beurs" (young people of Magreb origin who have spent their childhood and adolescence in France) since the 80s, the "Compagnons de la Libération" who are disappearing gradually, the Communards who have all disappeared ...

Are the descendants of old migration by Polish, Italians, and soon Spaniards, and then Algerians still distinguished from the French as a whole? Study INED (Natural Institute for Demographic Studies) curves where migratory waves disappear one after the other although the people are not dead.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 31
AG

FOOTWEAR

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Children or people concerned with shoes

Objective: On a simple theme, to note the cultural dimension which goes beyond technical aspects.

Characteristics: Card easy to use with children; use before other more sensitive ones.

METHOD

1. Make as full a list as possible of words for what we wear on our feet. Work out several ways of classifying them.

2. Gather as varied a collection as possible of shoes: either real ones or in the form of drawings, prints and photographs.

3. Choose some and try to imagine:

- who made them and where;
- who will wear them and in what circumstances;
- who will certainly or probably not wear them or in what circumstances they are not suitable and why.

A game similar to the one suggested in the "Headgear" card can be made.

4. What shoes are people in the group wearing today? What other shoes have they at home? Ask each one to speak or write very clearly about his shoes or other people's or about shoes in general.

5. Describe the ideal shoe. Imagine extraordinary shoes (describe or draw them). Make up an advertisement for the shoes you are wearing.

6. Tough - waterproof - elegant - hard wearing - cheap - expensive - original - sporty - fancy - fashionable - comfortable. These adjectives (you may wish to extend the list) can apply to shoes. Ask each one to choose three adjectives which would be most applicable to the shoes of his choice. Compare replies. Discuss.

7. Leather - rubber - raffia - birch bark - old tyres - sealskin, etc. What can shoes be made of? Who makes them? How? Try to find out about traditional shoemaking in any particular country or region. Is there anyone in the circle of persons in the group who makes shoes, slippers, sandals or works in the leather or shoe trade?

8. What do you do with old shoes? Shoes with worn soles?

9. Where do you buy your shoes? How? Who chooses? How much do they cost? What is their cost price per kilometre or per hour of use?

10. Walking barefoot. Ask everyone what this means to them. Who walks barefoot? When? Where? Imagine the public reaction if someone walks barefoot in an unusual place such as a supermarket, underground or concert hall.

11. Find tales and stories in which shoes play a particular role. Find (or make up) riddles, counting rhymes, songs and proverbs about shoes.

12. Examine shoes in pictures, photographs, prints, etc. from various periods and geographical origins. Comment and make comparisons which occur to you.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 32
AG

TO SPEAK OR NOT ... AND HOW

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All

Objective: Show the cultural practices we do not talk about

Characteristics: This sheet can serve as the basis for reflection and a much wider study on language with groups of young people or adults.

METHOD

1. During the 24 hours in the day, there are times when we talk, others when we do not talk. Make a table. Do it for yourself but also for other people in other categories (age, function, countries including one on the other side of the world ...). Compare.

2. Find out the places and circumstances where talking is forbidden, or not proper or not customary. Find out the reasons and form an opinion.

3. Find out the places and circumstances where you have to speak, where it is not correct, not customary or judged wrong not to talk. For each case, ask yourself why and give an opinion.

4. There are times when we should like to talk and have to be quiet. Examples? Why? There are times when we should like to talk when we could talk and yet don't. Why? There are also times when we have to talk although we would prefer to keep quiet.

5. Ways of talking: quiet or loud, quick or slow ... We can chat, converse, recount, pray, recite, declaim, whisper, etc. Extend the list by adding adverbs and circumstances.

6. Make a list of places and circumstances and put beside them the most probable way of talking there. Examples: the public library, a station platform, the stands of the stadium during a match, a playground, at table at home or in a restaurant ...

7. Talking to yourself: softly, loudly. When does this happen? Where? Who does it happen to? Are there circumstances where it is normal and others where it is definitely not? Why?

8. In a group, talking, interrupting, letting someone else speak ... Who? How? In what order? Examine different cases according to groups and circumstances?

9. In the family: who talks to whom? about what? how? Study this for a day from morning to night. If possible, compare the replies of two members of the same family. Make the same comparison between two members of the same class and the same group.

10. Greeting someone: do you say the same thing in the same way to everyone in all circumstances? Do we use the same type of language all the time or the same language?

11. How do we talk:

- to young children?
- to animals?
- how do deaf people talk together?

Find other situations.

12. We don't speak only with our tongues: how do we use gestures and words together, mimicking, postures? Depending on the users this question can be examined more closely or not; it alone could be the subject of a fascinating sheet.

13. Trades to do with words. Note those which surround us but do not forget the situation in countries where oral culture is very important. Try to go back in time for France in order to see the importance of oral culture up to the end of the nineteenth century.

14. Collect proverbs, riddles, rhymes dealing with words and language.

15. Words amplified, modified, recorded ... From the echo to the loudspeaker, the oral tradition to cassettes.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 33
AG

LANGUAGES

NOTE: Adapt and complete

PRESENTATION

Users: All

Objective: To explore beyond the apparent situation today in our society where there is only one single language; to open up a new field of knowledge.

Characteristics: With certain groups, some parts of this card may lead to lengthy developments and in-depth work. More than for the other cards it can be considered here that the way exists already. The scope for adaptation and extension is enormous.

METHOD

1. Which languages do members of the group:

- speak well
- speak a little
- know only a few words or expressions
- know exist but do not speak
- can half understand but not speak?

2. Among the languages that we know, which do we really speak? Where? With whom? When?

3. Same questions as in 1 and 2 for other people: parents, children, neighbours or representatives of a particular social category.

4. Find out what languages are most widely spoken in the world. Collect spontaneous replies then find out exact answers. Do the same for France in 1988 and in 1888. Other places at other times. Examine the situation in France today more closely, beyond the uniformity of the media. Regional languages but also immigrant languages, languages spoken by nomads and travellers.

If possible extend this study to little-known languages in the world. Look at language maps. Think about the way national frontiers and language frontiers do not coincide. This phenomenon is not true only in Black Africa; note it in Europe too.

Use the possibly rich knowledge of the group by also considering parents, grandparents, neighbours and friends in order to have living, direct evidence.

5. What languages are taught in France today? Where? To whom? By whom? Be sure to go beyond information on the teaching of modern languages in the national education system. Find out about the teaching of language and culture of origin. A list can be obtained from the SPRESE (Service de statistiques de l'Education nationale - National Education Statistical

Service) for the ELCOS (Enseignement de langue et de culture d'origine - teaching languages and cultures of origin) set up within the national education system. Many other arrangements exist, in great variety and for these the groupings of immigrant associations can be contacted (for France: CLAP - 25, rue Gandon 75013 Paris).

6. Languages influence each other and exchange aspects. For example, but this is not the only type of influence, they borrow words from each other. Find French words of foreign origin.

Find French words also in foreign languages. For example, get someone who knows Russian to read out the first page of a Russian-French dictionary.

Find words common to several languages.

7. When several languages coexist in one country, how does it work? Take some examples in Europe (France, Switzerland, Belgium), East-European countries (USSR, Romania), Asia (India, Iran), Africa ...

8. Languages modify and evolve differently in different places. Compare old and modern French, French in Quebec and Paris, Arabic in various countries.

9. Creole and pidgin languages.

10. When someone is really bilingual and trilingual, how does he use the various languages? Alternatively or simultaneously.

11. If the group's practical or theoretical knowledge of languages permits, think about the various ways in which different languages express similar ideas, concepts or facts.

In the absence of linguistic knowledge, do this from collections of proverbs, finding proverbs of different formulation but with similar senses from different countries.

12. What do you think of the idea of a "universal language"? Discuss. Find out about Esperanto. Find out about other languages such as the deaf language, ideograms in the highway code or in stations.

13. Think about translation.

14. In the everyday environment, find writing in foreign languages, multilingual labels, words of foreign origin or appearance on product labels or elsewhere.

15. Interpreter, translator, teacher, etc. Language-related professions.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 34
AG

WAYS OF ADDRESSING PEOPLE

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: Card for young children; it could be adapted to other ages, for example, groups of adults on literacy schemes.

Objective: To highlight practices which are familiar but which are not generally thought about.

Characteristics: Interesting card leading to a meeting of cultures if several cultures are present in the group.

METHOD

1. When my mother calls to me or talks to me she calls me by one of my first names, or a diminutive, a pet name, an adjective ...

What are the different names my mother gives me?

2. And my father? my grandparents, brothers and sisters or other members of the family, what do they call me?

3. When I was small, was I given other names? How does it work around me? What does my mother usually call small children?

4. What do I call my father? mother? each grandparent, uncles, aunts, brothers, sisters, etc.

5. Who chose my name, my brother's and sisters' names? How? What is the meaning of these first names, if any?

6. What names shall I give my children if I have any? Why those names?

7. What names would I give (have I given) to my dog, cat, other animals, house, car ...? Are the rules for naming and the range of choice similar to those for people?

8. What do school friends and teachers call me? Do the names used by the teachers change with the different stages (nursery, primary, secondary school)?

9. What is my exact full name officially on the family register? different from usage?

Note the names and first names of your mother in the family register (French family register). The difference between usage and official records for married women.

10. I list all the names and pet names I am given or have been given. Mark those you like and dislike, a little, a lot.

11. If I had to choose a pet name or pseudonym for myself (I may already have done so), I would choose: ..... or .....

12. Draw up a list of names I like and a list of those I dislike, possibly using a calendar, although there are also lists of names from other cultures.

13. In France nowadays the system of surnames and given names is simple and seems to be universal. Find out about other systems, particularly the systems in Cambodia, Vietnam and Portugal.

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

Card No. 35
AG

PARKS AND GARDENS

NOTE: adapt and supplement (see dossier presentation)

PRESENTATION

Users: All, particularly children

Objective: The garden is an almost universal human activity and is differently perceived according to the cultural background. Show these differences.

METHOD

1. Collect as many free expressions in all forms - oral, written (poems, photographs, drawings) on the themes:

   a. gardens I know;
   b. gardens of my dreams.

   Supplement the group's contribution with literary texts, prints, drawings, pictures, photographs.

2. Make an inventory of gardens and green areas in the neighbourhood. And of those even elsewhere which are visited by members of the group. Classify them in various ways.

3. Whether or not this has been taken into account in the classifications proposed, study some opposing features such as:

   fenced gardens/open gardens (what fences?)
   manicured gardens/wild gardens
   tidy gardens/untidy gardens
   pleasure gardens/useful gardens
   empty gardens/cluttered gardens
   neglected gardens/maintained gardens

4. Is it possible to deduce something about people from their gardens.

5. What are gardens for?

6. Choose some gardens which are very different from each other but which, if possible, are known to all members of the group and collect comments, criticisms and comparisons.

   The same type of discussion could be organised on the basis of plans, prints or descriptions of gardens.

7. Find illustrations, texts, accounts concerning gardens in the neighbourhood 10, 20 or 100 years ago. Comment, and make comparisons with what they are like now. Where gardens have disappeared what has replaced them?

8. Private garden, garden or courtyard of a building - park, various kinds of green area ... Comparisons: advantages and disadvantages of various types. Which groups prefer what type of garden (e.g. children, elderly people, active, vehicle-owning adults).

9. What do people do or not do in a garden? Make a distinction if necessary between a public park and a private garden.

10. Study the rules posted in parks, comment.

11. "Gardens in the neighbourhood would be better if ..." First have the sentence completed spontaneously, then discussed in general and in practical detail, see if the proposals are realistic, whether they can be carried out and how (this appreciation could also be restricted to a specific garden ... for example, the school courtyard).

12. In public parks there are old people, adults, courting couples of all ages, keepers, gardeners ... How do the different groups interact? Peaceful coexistence or friction? Interchanges or segregation? "It would be better if ..."

13. A private or public garden or park has to be maintained. Who does this? With what? What does it cost?

14. Trades to do with gardening. Gardening industry, commerce and trades.

15. Gardens in earlier ages, gardens elsewhere.

Question parents, grandparents and pen friends from other regions or countries (it would be interesting for several groups from very different regions, very different habitat zones, to work in parallel and in mixed formations on the whole card).

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When you have used this card, send us your thoughts, describe adaptations made and devise other cards (see general presentation of the dossier).

WORKING GROUP ON THE ENCOUNTER BETWEEN CULTURES

QUESTIONNAIRE

To the users of intercultural activity cards

1. How did you obtain the GTRC intercultural activity card or cards?

2. Which cards have you used? (titles)

3. With which groups? (ages, various features, number)

4. In what institution? (school, senior school, leisure centre, youth centre, etc.)

5. What is your assessment (answer on a separate card if necessary) and your opinion of the card or cards?

6. On what topics might you in turn draw up cultural activity cards?

7. Would you like to take part in the work of the GTRC which generally meets one Wednesday afternoon in the month, in Paris?

8. State your name, first names and address

Please return the QUESTIONNAIRE to: Antoine DARNAL
GTRC/CEFISEM
56 boulevard des Batignolles
75017 PARIS

With copy to:
Secretariat, School Education Division
Council of Europe
BP 431 R6
F-67006 STRASBOURG CEDEX

Please do not hesitate to reproduce and distribute this questionnaire to any users of the cards you may know.

THANK YOU